

DOCUMENT RESUME

ED 141 858

CS 501 762

AUTHOR Wood, Robert W.; Eicher, Charles E.
TITLE An Investigation of the Television Viewing Habits of Students in Grades Three through Eight in Vermillion, South Dakota.
INSTITUTION South Dakota Univ., Vermillion. Educational Research and Service Center.
SPONS AGENCY South Dakota Univ., Vermillion. School of Education.
PUB DATE Apr 76
GRANT 301124
NOTE 65p.
EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS Elementary Education; Student Attitudes; Television Commercials; *Television Research; *Television Surveys; *Television Viewing; *Viewing Time
IDENTIFIERS South Dakota (Vermillion)

ABSTRACT

A sample of 422 students from grades three through eight in Vermillion, South Dakota, schools completed a questionnaire about their television-viewing habits, including a day-by-day record of the amount of television viewed over a two-week period. Analysis of results indicated that the school population had an average of two television sets per household; that a majority of the respondents did not have a television set in their own rooms; that students watched television mainly for entertainment; that "Starsky and Hutch" received the highest mean rank of the favorite television programs for grades three through eight; that the majority watched television commercials; and that respondents viewed more television on weekend days than on weekdays. Extensive tables of data are included in the report; the questionnaire is included as an appendix. (AA)

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An Investigation of the Television
Viewing Habits of Students in
Grades Three Through Eight in
Vermillion, South Dakota

Robert W. Wood
Charles E. Eicher

Educational Research & Service Center

School of Education
University of South Dakota
Vermillion, South Dakota

April, 1976

Published by The University of South Dakota
and supported by funds from the
General Research Grant Fund No. 301124
Graduate School. The opinions expressed in
this publication do not necessarily reflect
the position, policy, or endorsement of the
University of South Dakota

OS 501 762

ACKNOWLEDGEMENTS

The investigators wish to express their gratitude and appreciation to the elementary and middle school students, principals, teachers and parents who afforded us their cooperation during the undertaking of this study.

A special word of appreciation is extended to Mr. Jim Wick, Dr. Arlen Gullickson, Dr. Victor Willson and Dr. Jerry Horn for their assistance with the computer programming and statistical analysis.

Finally, an expression of gratitude to The University of South Dakota Graduate School and the School of Education for providing the type of atmosphere, support and time necessary to conduct this study.

R.W.W.
C.E.E.

INTRODUCTION

An entire generation of adults in this nation has grown up with television as a primary influence in their lives. Researchers are reporting in study after study an alarming fact: that children in today's world of television are spending more time in front of a television set than they are spending in the classroom. One research reports that television for the child in 96 percent of the homes in the United States has become baby-sitter, teacher, hawker and parent substitute.⁶

Considering the content of some television shows, this finding is quite alarming. Announcements advising parental discretion as to whether or not children should be allowed to view certain television programs have preceded the airing of many shows. The "adult matter" dealt with in some of these programs, if presented in the public school classroom, would most likely bring on the wrath of a number of concerned parents. In many homes, however, parental control over children's television viewing habits may be difficult to establish. Both parents may be absent from the home for short periods of time, children may have a personal set in their rooms, children may be visiting in the homes of friends where complete freedom of television viewing is permitted, or many other reasons. It seems quite clear that television has much potential as a very significant influence upon the values which our children will develop. It behooves all who are concerned with the value development of children to have knowledge of children's television viewing habits and to consider action which is most likely to lead to the positive development of desirable values.

NEED FOR THE STUDY

It is the belief of the investigators of this study that television is a significant force in the development of values, and particularly so for

children, who are in a formative stage of value development. Television has been accepted enthusiastically as a primary medium of entertainment and has become a permanent part of our culture. We can assume with little fear of contradiction that television will be with us. There is a need to bring about a greater awareness of the tremendous force of television as a permanent institution within our culture, with potential for the development of positive as well as negative values. To understand the potential impact of this force upon the lives of our children, there is first a need to know about the television viewing habits of our children. It is important to know the type of programs viewed by our children and the amount of time they spend watching television.

PURPOSE OF THE STUDY

It is the purpose of this study to provide knowledge of the television viewing habits of children in grades three through eight in the schools of Vermillion, South Dakota. There are determined through this study: (1) the number of television sets available to the child in the home; (2) whether or not a television set is available to the child in his/her room; (3) whether or not the child has his/her own personal set; (4) reasons for watching television; (5) the rank order of the children's ten favorite television programs; (6) whether or not television commercials are viewed; (7) the number of hours spent viewing television during a two week period; and (8) the number of hours spent watching television during week days as compared with the number of hours spent watching television during weekend days.

That data which relates to the number of hours spent viewing television includes the demographic categories of age, sex, school, and grade level of the respondents.

DEFINITION OF TERMS

For the purpose of this study the following term is defined:

TELEVISION VIEWING QUESTIONNAIRE. This is a series of questions to which the children responded who made up the population of this study. The Television Viewing Questionnaire is included in Appendix C of this study.

DELIMITATIONS

The contributions this study might be expected to make to the promotion of awareness of children's television viewing habits are subject to the following delimitations.

1. The study was limited to children of grades three, four, five, six, seven and eight.
2. The study was limited to a sample of children from the schools located in Vermillion, South Dakota.
3. The study was restricted by a sample size of 745 children.
4. The Television Viewing Questionnaire was limited to questions arbitrarily selected by the project investigators.
5. The study was limited to a time period from November 3, 1975 to November 16, 1975.

REVIEW OF RELATED LITERATURE

Although there remains much evidence to be gathered on the effects of television viewing as it relates to value development within children, considerable evidence has been collected and the results are not favorable. Nancy Larrick, author of *A Parent's Guide to Children's Reading* and a professor at Lehigh University, cites characteristics of 'children of television.'⁶ In working with teachers, guidance counselors and school psychiatrists, Larrick reports hearing the following value traits of 'television children' mentioned again and again.

1. Children have little respect for adults, including teachers and parents. (They have seen too many cops who break laws, scientists

who scheme, politicians who lie and swindle, plus sex perverts, drug pushers and low-IQ females who prattle on commercials.)

2. They regard school as irrelevant - society's sentence imposed on the innocent. (Many of the Saturday morning shows begin by congratulating the kids on being out of school and free for the weekend, implying that school is a juvenile jail. More serious is the fact that TV has shown the highly structured, textbook dominated school program to be obsolete, and kids know it. The social studies textbook is proved hopelessly out-of-date, for example, by on-the-spot TV news coverage.)
3. Children are filled with hostility and prone to settle things by violence. (Hardly surprising after they have seen thousands of strong men doing the winning.)

In the same article, "anti values" are related as a set of values quite different from the more positive values of earlier generations. According to Isidore Ziferstein, a Fellow of the American Psychiatric Association, "anti values" are presented to today's 'children of television' through a variety of programs. Some of these values are (1) "Anti-interpersonal-relations values." A woman kills a man for his insurance or sues for divorce in order to receive alimony. (2) "Anti-cooperation values." On television, life is a matter of conflict, strife, war. (3) "Anti-democratic values." Heroes operate outside the law; the cult of the strong man or 'fuehrer' is emphasized. Confidence in peace and cooperation and friendly relations with others is not presented to the viewer in most television programs.

Larrick also reports other characteristics of 'children of television.'

- (1) The children have a shorter attention span. (This seems understandable considering the many hours of programs viewed by the preschooler and the nature of quick-paced, commercial-interrupted television.)
- (2) Noise, strife and confusion are elements 'television children' seem to thrive on. (The children have become habituated to the deafening routine of cackling gags and laugh tracks interspersed with roaring commercials.)
- (3) Many of the children get little sleep. (Children stay up for the late show, dropping

off to sleep with the television continuing in their hearing until sign-off time.) (4) 'Television children' are more worldly in their attitudes. (There is little the child has not seen about his world, or even worlds beyond. He has viewed Congress in action, seen a president of the United States leave office in disgrace, and has watched seamy family battles on soap operas. The child's everyday life, in contrast with the world viewed on TV, is perceived by the child as quite dull. One wonders whether or not the child, by the time he/she reaches adolescence, might feel that greater excitement and ever increasing thrills are his/her given right. Many of the children may never realize that their TV world of thrills and violence is a very distorted view of the real world.

Choate and Debevoise report that the child between the ages of three and twelve who is a "moderate" television viewer will spend more time with television than he spends with a teacher and, in many cases, will spend more time with television than he spends with a parent.² It is further reported that the child will see 22,000 ads for a large variety of commercial products. Directing TV commercials toward the child viewer is big business, with a great deal of research invested in surveys to determine which approaches yield the greatest returns. A survey of mothers indicated that they often spent more when shopping because their children had asked for specific brands.² There are undoubtedly many toys, dress-up dolls, military miniatures and foodstuffs, which have been purchased at the request of a child who was bombarded with Madison Avenue appeals via television.

Larrick indicates the need for more parent-child interaction in the home in simple everyday matters such as washing the dog, making valentines, building a model plan, baking bread, reading aloud a story, or similar activities.⁶ Researchers have reported again and again the need for good oral language development if children are to develop effective reading skills.

Parents can have a significant impact upon the future development of their preschooler's effective reading skills by interacting with their child in the use of oral language within positive, caring situations. Parents who take time each evening to cuddle their youngsters warmly on their laps and read aloud a story, encouraging the youngsters to ask questions about the story, are initiating a very positive force which will not only promote the development of effective reading skills, but will help those youngsters develop values which will enable them to relate to other people as worthwhile human beings. The television set can never substitute as surrogate parent in providing for this kind of value development.

A study by Roderick Gorney of the University of California at Los Angeles reports that TV violence and anti-social behavior not only has an impact upon the development of anti-social values within children, but also promotes more hostile, aggressive behavior within adults.¹ Adults observed as subjects for Gorney's study acted more aggressively, were grouchier with their families, were less tolerant of the child leaving his bike in the driveway, and were generally "hurtful" in their behavior toward others.

Malcolm Muggeridge, author and celebrated British television personality, feels quite strongly about the adverse effects of television viewing on the value development of youngsters and has made the following statement. "The corruption of our children is absolutely appalling. On TV they see the family ridiculed, marital fidelity ridiculed, and crass materialism constantly preached."

Milgram feels that it may not be so much the content of TV but its form that constitutes the real affront to human sensibilities. "I mean the constant interruption of cognitive processes every 12 minutes by irrelevant material-commercials. I wonder what decrement in appreciation and understanding comes about when children watch a show with such interruptions."⁹

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Liebert and Poulos believe that television can promote the development of either desirable values or undesirable values.⁷ Researchers have reported study after study in which violence and aggression viewed on television led to aggressive behavior in children. Reported less often, however, were studies which revealed that children who watched programs depicting positive social behavior often acted according to those examples. They can learn positive behavior such as charity, cooperation and self-control if the proper decisions are made regarding what kinds of programs are viewed.

Kinds of programs viewed is not the only consideration when attempting to redirect television as a positive force for value development within children. Time spent viewing television is time taken from some other activity which may be important in the value development of the child. If activities such as reading, working about the home, helping others, and interacting with parents and peers are felt to be important activities for the development of the child, then the television-viewing time reported by Larrick below must be decreased by a considerable amount.

Research has shown that children three to five years old average 54 hours of TV-viewing time each week. The average prekindergartner spends more than 64 percent of his or her waking time before the television set. By the time the child goes to kindergarten, he or she will have devoted more hours to watching television than a college student spends in four years of classes. And by the time the youngster graduates from high school, he or she will have spent roughly 11,000 hours in school compared to more than 22,000 hours in front of television.⁶

PROCEDURES OF THE STUDY

The following procedural steps were utilized in this investigation:

1. Selection of the population.
2. Construction of the Television Viewing Questionnaire.
3. Administration of the Television Viewing Questionnaire.
4. Coding of children's responses to Television Viewing Questionnaire.

5. Computer analysis of data from Television Viewing Questionnaire.
6. Interpretation of television viewing data.
7. Findings of study based upon this investigation.

THE POPULATION

The first consideration to be met in the formulative stages of this study was to ascertain the population to be utilized in this study. It was determined that the accessible population would include the students enrolled in grades three through eight in the schools of Vermillion, South Dakota. This would include students in Austin School, Jolley School, Middle School and St. Agnes School. Seven hundred forty-five students comprised the accessible population.

INSTRUMENTATION

The Television Viewing Questionnaire, included in the Appendix, was the source of data for this investigation. The investigators arbitrarily selected the types of questions to be included in the Questionnaire.

The survey focused on general demographic information dealing with grade level, age, sex and school attended by the respondents. The respondents were asked questions dealing with the number of television sets in the home, if they have their own personal television set, and if each has a television set in his/her bedroom. Each respondent was then asked to list the names of his/her ten most favorite television shows in rank order. They were also asked to respond to whether or not they watched television commercials and the reason(s) they viewed television. Finally, the respondents were asked to check the appropriate number of hours that they viewed television each day commencing Monday, November 3, 1975 through November 16, 1975.

ANALYSIS OF DATA

DEMOGRAPHIC INFORMATION OF RESPONDENTS

Table 1 shows that 422 students in grades three through eight in Vermillion, South Dakota schools completed the Television Viewing Questionnaire. The Middle School had the largest number of respondents totaling 276. Jolley School was second with 67 respondents, followed by St. Agnes School with 51 respondents and Austin School with 28 respondents.

Tables 2 and 3 show the grade level and age level of respondents in this study. The Tables present a breakdown according to grade level and age of the respondents.

Table 4 shows that 185 males were involved in this study. Two hundred thirty-seven females completed the Questionnaire. Seven hundred forty-five students received the Television Viewing Questionnaire with 57 percent or 422 respondents completing and returning the Questionnaire.

TELEVISION SETS OF RESPONDENTS

All of the respondents were asked to place a check mark on the questionnaire next to the number of television sets found in their home. Table 5 shows the mean number of television sets in homes according to the four schools, the entire school population, by sex of the respondents and by selected grade level. There is an average of 1.955 television sets in each home for the entire school population.

Table 6 presents information on the number of respondents that have or do not have a television set in their own room. A majority of the respondents reported that they do not have a television set in their own room.

The investigators were interested in the number of children that have their personal television set. Table 7 shows that the vast majority of the children do not have a personal television.

Table 1

School of Respondents to Television Viewing Questionnaire

School	Frequency	Percentage of Total Group
Austin School	28	6.6
Jolley School	67	15.9
Middle School	276	65.4
St. Agnes School	51	12.1
Total	422	100.0

Table 2
Grade Level of Respondents to Television
Viewing Questionnaire

Grade Level	Frequency	Percentage of Total Group
Third	74	17.5
Fourth	49	11.6
Fifth	72	17.1
Sixth	87	20.6
Seventh	75	17.8
Eighth	65	15.4
Total	422	100.0

Table 3
Age Level of Respondents to Television
Viewing Questionnaire

Age Level	Frequency	Percentage of Total Group
7	1	0.2
8	58	13.7
9	52	12.3
10	68	16.1
11	81	19.2
12	79	18.7
13	72	17.1
14	10	2.4
15	1	0.2
Total	422	100.0

Table 4
Sex of Respondents to Television Viewing Questionnaire

Sex	Frequency	Percentage of Total Group
Male	185	44.0
Female	237	56.0
Total	422	100.0

Table 5
Number of Television Sets in
Home of Respondents

Categories of Respondents	Number of Television Sets
Austin School	1.714
Jolley School	1.939
Middle School	2.011
St. Agnes School	1.804
Entire School Population	1.955
Male Viewers	1.922
Female Viewers	1.974
Third Graders	1.822
Fourth Graders	1.878
Fifth Graders	1.958
Sixth Graders	1.943
Seventh Graders	2.093
Eighth Graders	2.015

Table 6
Students With Television Sets in Their Room

Categories of Respondents	Yes	No
Austin School	4	24
Jolley School	6	61
Middle School	39	232
St. Agnes School	3	48
Entire School Population	52	365
Male Viewers	32	144
Female Viewers	19	210
Third Graders	4	70
Fourth Graders	9	40
Fifth Graders	10	62
Sixth Graders	10	76
Seventh Graders	9	63
Eighth Graders	10	54

Table 7
Children With a Personal Television Set

Categories of Respondents	Yes	No
Austin School	3	25
Jolley School	10	57
Middle School	29	246
St. Agnes School	4	47
Entire School Population	46	375
Male Viewers	25	154
Female Viewers	20	210
Third Graders	7	66
Fourth Graders	9	40
Fifth Graders	5	67
Sixth Graders	9	78
Seventh Graders	9	65
Eighth Graders	7	58

REASONS FOR WATCHING TELEVISION

Respondents were asked the reasons for their watching television. Table 8 shows that 394 respondents stated that they watch television for entertainment, 227 watch television because it keeps them company, 190 watch to gain knowledge or information, 85 view television because their parents have the set turned on and only 5 stated that they do not watch television.

Table 9 indicates the various categories of respondents and frequency for "entertainment" as the major reason for watching television. Table 10 shows the categories of respondents and frequency "to gain knowledge or information" as the reason for viewing television. Table 11 presents the categories of respondents and frequency dealing with "parents have the television on" as a reason for watching television. Table 12 shows the categories of respondents and frequency response "to keep me company" as the reason for watching television. Table 13 indicates the selected categories of respondents and frequency of the population who "don't watch television."

Entertainment seems to be the major reason for watching television according to the evidence presented in Tables 8 through 13.

MEAN RANK OF TOP TEN TELEVISION PROGRAMS

In order to determine the mean rank of television shows most frequently viewed by the respondents the following procedures were utilized:

1. A master list of television shows viewed by the respondents was compiled from data solicited from the Television Viewing Questionnaire. A frequency count was obtained for each television program listed by the respondents on the Questionnaire. The television program with the highest frequency count was ranked number one followed by ranks two through ten for other recorded programs. The master list only included the top ten television programs in rank order according to frequency count.
2. Each Television Viewing Questionnaire was again analyzed to determine if the shows individual respondents listed on their

Table 8
Reasons for Watching Television

Categories of Respondents	Frequency
Entertainment	394
To Gain Knowledge or Information	190
My Parents Have It On So I Watch It	85
I Turn It On To Keep Me Company	227
I Don't Watch Television	5

Table 9

Reasons for Watching Television -- Entertainment

Categories of Respondents	Frequency
Austin School	25
Jolley School	61
Middle School	260
St. Agnes School	48
Entire School Population	394
Male Viewers	168
Female Viewers	214
Third Graders	68
Fourth Graders	44
Fifth Graders	68
Sixth Graders	81
Seventh Graders	72
Eighth Graders	61

Table 10

Reasons for Watching Television
To Gain Knowledge or Information

Categories of Respondents	Frequency
Austin School	14
Jolley School	35
Middle School	116
St. Agnes School	25
Entire School Population	190
Male Viewers	90
Female Viewers	92
Third Graders	34
Fourth Graders	25
Fifth Graders	34
Sixth Graders	43
Seventh Graders	28
Eighth Graders	26

Table 11

Reasons for Watching Television
My Parents Have Television On

Categories of Respondents	Frequency
Austin School	11
Jolley School	15
Middle School	50
St. Agnes School	9
Entire School Population	85
Male Viewers	32
Female Viewers	50
Third Graders	16
Fourth Graders	16
Fifth Graders	12
Sixth Graders	15
Seventh Graders	11
Eighth Graders	15

Table 12

Reasons for Watching Television -- To Keep Me Company

Categories of Respondents	Frequency
Austin School	14
Jolley School	32
Middle School	146
St. Agnes School	35
Entire School Population	227
Male Viewers	81
Female Viewers	140
Third Graders	37
Fourth Graders	29
Fifth Graders	35
Sixth Graders	53
Seventh Graders	37
Eighth Graders	36

Table 13

Reasons for Watching Television -- I Don't Watch Television

Categories of Respondents	Frequency
Austin School	0
Jolley School	1
Middle School	4
St. Agnes School	0
Entire School Population	5
Male Viewers	1
Female Viewers	4
Third Graders	0
Fourth Graders	1
Fifth Graders	0
Sixth Graders	2
Seventh Graders	1
Eighth Graders	1

Questionnaire also appeared on the master list. If the television program listed on the Questionnaire appeared on the master list then the rank order on the Questionnaire was recorded on a coding sheet for computer analysis. If the respondent's listed show did not appear on the master list the show was not considered for analysis.

3. The date from the coding sheet was then analyzed to determine a mean rank for each of the top ten television shows on the master list.

Table 14 shows the mean rank of the top ten television programs for the respondents in grades three through eight in Vermillion, South Dakota. Starsky and Hutch had the highest mean rank, Happy Days number two, Little House on the Prairie number 3, Baretta number 4, Six Million Dollar Man number 5, Batman number 6, Welcome Back Kotter number 7, The Rookies number 8, Cartoons number 9 and Gilligan's Island number 10. Because of the popularity of a large number of cartoons televised on Saturday morning, the investigators did not attempt to differentiate between shows but grouped them together under one large category identified as Cartoons.

Table 15 shows the mean rank of the top ten television programs for Austin School. Six Million Dollar Man received the highest mean rank followed by Little House on the Prairie, Starsky and Hutch, Cartoons, Batman, The Rookies, Happy Days, Gilligan's Island, Welcome Back Kotter, and Baretta with the lowest mean rank.

Table 16 shows the mean rank of the top ten television programs for Jolley School. Little House on the Prairie was ranked number one, followed by Batman, Baretta, Six Million Dollar Man, Welcome Back Kotter, The Rookies, Happy Days, Gilligan's Island, Cartoons and Starsky and Hutch. It should be identified that Starsky and Hutch received the highest mean rank by the total group of respondents in the Vermillion Schools but the lowest rank by the Jolley School respondents.

Table 14

Mean Rank of Top Ten Television Programs
for Grades Three Through Eight in
Vermillion, South Dakota Schools

Television Programs	Mean Rank
1. Starsky and Hutch	3.8529
2. Happy Days	4.1962
3. Little House on the Prairie	4.2384
4. Baretta	4.2990
5. Six Million Dollar Man	4.6250
6. Batman	4.7667
7. Welcome Back Kotter	4.8704
8. The Rookies	5.2079
9. Cartoons	5.3256
10. Gilligan's Island	5.3579

Table 15

Mean Rank of Top Ten Television Programs for Austin School

Television Programs	Mean Rank
1. Six Million Dollar Man	3.818
2. Little House on the Prairie	4.000
3. Starsky and Hutch	4.400
4. Cartoons	4.474
5. Batman	4.737
6. The Rookies	4.750
7. Happy Days	4.833
8. Gilligan's Island	5.000
9. Welcome Back Kotter	5.500
10. Baretta	6.500

Table 16

Mean Rank of Top Ten Television Programs for Jolley School

Television Programs	Mean Rank
1. Little House on the Prairie	3.310
2. Batman	3.906
3. Baretta	4.200
4. Six Million Dollar Man	4.345
5. Welcome Back Kotter	4.667
6. The Rookies	4.750
7. Happy Days	4.833
8. Gilligan's Island	5.129
9. Cartoons	5.235
10. Starsky and Hutch	7.500

Table 17 shows the mean rank of the top ten television programs for the Middle School. Starsky and Hutch was ranked number one followed by Happy Days, Baretta, Little House on the Prairie, Welcome Back Kotter, Six Million Dollar Man, Batman, The Rookies, Gilligan's Island and Cartoons.

Table 18 indicates the mean rank of the top ten television programs for St. Agnes School. The Six Million Dollar Man received a mean rank of one followed by Happy Days, Starsky and Hutch, Baretta, Little House on the Prairie, Welcome Back Kotter, Cartoons, Batman, The Rookies and Gilligan's Island.

TELEVISION COMMERCIALS

Table 19 shows how the various categories of respondents answered the question, "Do you watch television commercials?" Three hundred seventy-five of the respondents stated that they do watch television commercials with only 39 stating that they do not watch television commercials. Other categories of respondents with the frequency of yes or no responses are reported. A majority of respondents do watch television commercials.

HOURS OF TELEVISION VIEWING FOR RESPONDENTS

Tables 20 through 33 show the mean number of hours of television time per individual day commencing with Monday, November 3, 1975 and ending on Sunday, November 16, 1975. Categories of respondents are identified with the mean number of hours of television viewing for each category.

Table 34 shows the average number of hours of television viewing for weekdays. The entire school population averaged 4.371 hours of television viewing time per weekday during the two week sampling period. Table 35 shows the average number of hours of television viewing for weekend days during the investigation period. The entire school population averaged

Table 17

Mean Rank of Top Ten Television Programs for Middle School

Television Programs	Mean Rank
1. Starsky and Hutch	3.750
2. Happy Days	4.038
3. Baretta	4.217
4. Little House on the Prairie	4.538
5. Welcome Back Kotter	4.901
6. Six Million Dollar Man	4.988
7. Batman	5.075
8. The Rookies	5.118
9. Gilligan's Island	5.240
10. Cartoons	5.741

Table 18

Mean Rank of Top Ten Television Programs from St. Agnes School

Television Programs	Mean Rank
1. Six Million Dollar Man	3.333
2. Happy Days	3.359
3. Starsky and Hutch	3.688
4. Baretta	4.273
5. Little House on the Prairie	4.625
6. Welcome Back Kotter	4.950
7. Cartoons	5.160
8. Batman	5.368
9. The Rookies	5.368
10. Gilligan's Island	6.556

Table 19

Respondents Watching Television Commercials

Categories of Respondents	Yes	No
Austin School	26	2
Jolley School	61	5
Middle School	241	28
St. Agnes School	47	4
Entire School Population	375	39
Male Viewers	149	25
Female Viewers	214	14
Third Graders	68	5
Fourth Graders	43	6
Fifth Graders	64	7
Sixth Graders	76	8
Seventh Graders	66	7
Eighth Graders	58	6

Table 20

Hours of Television Viewing for Monday, November 3, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	4.519
Jolley School	4.333
Middle School	4.731
St. Agnes School	4.627
Entire School Population	4.641
Male Viewers	4.427
Female Viewers	4.863
Third Graders	4.260
Fourth Graders	4.521
Fifth Graders	4.806
Sixth Graders	4.602
Seventh Graders	4.824
Eighth Graders	4.815

Table 21

Hours of Television Viewing for Tuesday, November 4, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	4.815
Jolley School	4.104
Middle School	4.744
St. Agnes School	4.640
Entire School Population	4.633
Male Viewers	4.520
Female Viewers	4.823
Third Graders	4.203
Fourth Graders	4.064
Fifth Graders	4.431
Sixth Graders	5.049
Seventh Graders	4.892
Eighth Graders	4.938

Table 22

Hours of Television Viewing for Wednesday, November 5, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	5.222
Jolley School	4.687
Middle School	4.723
St. Agnes School	4.583
Entire School Population	4.734
Male Viewers	4.610
Female Viewers	4.884
Third Graders	4.548
Fourth Graders	5.000
Fifth Graders	4.389
Sixth Graders	5.060
Seventh Graders	4.905
Eighth Graders	4.523

Table 23

Hours of Television Viewing for Thursday, November 6, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	4.692
Jolley School	4.090
Middle School	4.757
St. Agnes School	4.319
Entire School Population	4.594
Male Viewers	4.383
Female Viewers	4.815
Third Graders	4.222
Fourth Graders	4.311
Fifth Graders	4.535
Sixth Graders	4.542
Seventh Graders	5.111
Eighth Graders	4.754

Table 24

Hours of Television Viewing for Friday, November 7, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	5.231
Jolley School	3.955
Middle School	5.004
St. Agnes School	4.761
Entire School Population	4.818
Male Viewers	4.644
Female Viewers	5.018
Third Graders	4.042
Fourth Graders	4.733
Fifth Graders	4.493
Sixth Graders	5.108
Seventh Graders	5.472
Eighth Graders	4.985

Table 25

Hours of Television Viewing for Saturday, November 8, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	5.885
Jolley School	5.134
Middle School	5.133
St. Agnes School	5.000
Entire School Population	5.166
Male Viewers	5.451
Female Viewers	5.004
Third Graders	5.292
Fourth Graders	5.378
Fifth Graders	5.113
Sixth Graders	5.476
Seventh Graders	4.986
Eighth Graders	4.728

Table 26

Hours of Television Viewing for Sunday, November 9, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	5.077
Jolley School	4.303
Middle School	4.349
St. Agnes School	4.085
Entire School Population	4.358
Male Viewers	4.737
Female Viewers	4.103
Third Graders	4.127
Fourth Graders	4.867
Fifth Graders	3.557
Sixth Graders	4.583
Seventh Graders	4.685
Eighth Graders	4.462

Table 27

Hours of Television Viewing for Monday, November 10, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	4.500
Jolley School	3.424
Middle School	4.063
St. Agnes School	3.783
Entire School Population	3.956
Male Viewers	4.120
Female Viewers	3.847
Third Graders	3.535
Fourth Graders	4.023
Fifth Graders	3.429
Sixth Graders	4.452
Seventh Graders	4.507
Eighth Graders	3.627

Table 28

Hours of Television Viewing for Tuesday, November 11, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	4.560
Jolley School	3.985
Middle School	4.524
St. Agnes School	4.587
Entire School Population	4.446
Male Viewers	4.474
Female Viewers	4.489
Third Graders	4.099
Fourth Graders	4.163
Fifth Graders	3.843
Sixth Graders	5.012
Seventh Graders	4.712
Eighth Graders	4.631

Table 29

Hours of Television Viewing for Wednesday, November 12, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	4.556
Jolley School	3.328
Middle School	4.275
St. Agnes School	4.159
Entire School Population	4.124
Male Viewers	4.006
Female Viewers	4.235
Third Graders	3.507
Fourth Graders	3.889
Fifth Graders	4.394
Sixth Graders	4.691
Seventh Graders	4.086
Eighth Graders	4.000

Table 30

Hours of Television Viewing for Thursday, November 13, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	4.741
Jolley School	3.403
Middle School	4.128
St. Agnes School	3.727
Entire School Population	4.005
Male Viewers	3.830
Female Viewers	4.186
Third Graders	3.648
Fourth Graders	3.867
Fifth Graders	3.803
Sixth Graders	4.432
Seventh Graders	4.500
Eighth Graders	3.646

Table 31

Hours of Television Viewing for Friday, November 14, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	4.346
Jolley School	3.627
Middle School	4.297
St. Agnes School	4.205
Entire School Population	4.178
Male Viewers	3.994
Female Viewers	4.342
Third Graders	3.803
Fourth Graders	3.705
Fifth Graders	3.986
Sixth Graders	4.815
Seventh Graders	4.574
Eighth Graders	3.908

Table 32

Hours of Television Viewing for Saturday, November 15, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	5.963
Jolley School	5.262
Middle School	5.303
St. Agnes School	5.000
Entire School Population	5.308
Male Viewers	5.512
Female Viewers	5.238
Third Graders	5.130
Fourth Graders	5.409
Fifth Graders	5.074
Sixth Graders	5.900
Seventh Graders	5.164
Eighth Graders	5.092

Table 33

Hours of Television Viewing for Sunday, November 16, 1975

Categories of Respondents	Mean Hours of Television Viewing
Austin School	4.074
Jolley School	3.785
Middle School	4.156
St. Agnes School	3.932
Entire School Population	4.064
Male Viewers	4.627
Female Viewers	3.615
Third Graders	3.783
Fourth Graders	3.867
Fifth Graders	3.735
Sixth Graders	4.225
Seventh Graders	4.515
Eighth Graders	4.185

Table 34

Average Hours of Television Viewing for Weekdays

Categories of Respondents	Mean Hours of Television Viewing
Austin School	4.824
Jolley School	3.934
Middle School	4.479
St. Agnes School	4.134
Entire School Population	4.371
Male Viewers	4.251
Female Viewers	4.518
Third Graders	3.996
Fourth Graders	4.200
Fifth Graders	4.214
Sixth Graders	4.708
Seventh Graders	4.628
Eighth Graders	4.388

Table 35

Average Hours of Television Viewing for Weekend Days

Categories of Respondents	Mean Hours of Television Viewing
Austin School	5.212
Jolley School	4.621
Middle School	4.675
St. Agnes School	4.448
Entire School Population	4.677
Male Viewers	5.059
Female Viewers	4.428
Third Graders	4.618
Fourth Graders	4.808
Fifth Graders	4.321
Sixth Graders	4.953
Seventh Graders	4.738
Eighth Graders	4.619

4.677 hours of television viewing per weekend day. The respondents on the average viewed more television on weekends than on weekdays in this investigation.

Table 36 indicates the average number of hours of television viewing for week one in this investigation. It should be noted that during the first week of the investigation the respondents had a three day vacation due to parent-teacher conferences. The entire school population averaged 4.705 hours of television viewing per day for week number one of this investigation. Table 37 shows the average number of hours of television viewing per day for week number two. The average number of hours of television viewing per day was 4.247. This shows a slight decrease from week number one.

FINDINGS OF STUDY

The findings of this study are based upon the collected data and subsequent analysis as described in this report.

The primary purpose of this study was to determine the television viewing habits of children in grades three through eight in the schools of Vermillion, South Dakota.

The findings for this study are based upon the limitations stated earlier in this report. Considering these limitations, the following findings seem to be justified from this study:

1. The entire school population had an average of 1.955 television sets per household.
2. A majority of respondents did not have a television set in their own room.
3. A majority of respondents did not have a personal television set.
4. Respondents in this investigation mainly watch television for entertainment reasons. A large number of respondents watch television to keep them company at home.

Table 36

Average Hour of Television Viewing
Per Day for Week Number One

Categories of Respondents	Mean Hours of Television Viewing
Austin School	5.060
Jolley School	4.424
Middle School	4.773
St. Agnes School	4.509
Entire School Population	4.705
Male Viewers	4.641
Female Viewers	4.817
Third Graders	4.406
Fourth Graders	4.660
Fifth Graders	4.470
Sixth Graders	4.883
Seventh Graders	5.008
Eighth Graders	4.745

Table 37

Average Hours of Television Viewing
Per Day for Week Number Two

Categories of Respondents	Mean Hours of Television Viewing
Austin School	4.749
Jolley School	3.837
Middle School	4.315
St. Agnes School	4.169
Entire School Population	4.247
Male Viewers	4.358
Female Viewers	4.200
Third Graders	3.947
Fourth Graders	4.129
Fifth Graders	3.955
Sixth Graders	4.694
Seventh Graders	4.494
Eighth Graders	4.163

5. The Starsky and Hutch television program received the highest mean rank of the top television programs for grades three through eight in Vermillion, South Dakota.
6. There are mean rank differences for the top ten television programs among the four schools involved in this investigation.
7. A majority of the respondents in this study do watch television commercials.
8. The respondents viewed more television on weekend days than on weekdays.
9. The respondents viewed more television during week one of this investigation than during week two.

RECOMMENDATIONS

PARENTS should consider the following recommendations:

1. Become aware of the television viewing habits of your children. Do you know the number of hours your child is watching television? What are his/her favorite television programs?
2. Share television with your children. This will enable you to learn about the language that is used and the types of programs that your child is watching. You might ask yourself, "Is this the best we can offer our children?"
3. Encourage your children to view good television programs. Of course, only you can determine the types of programs that are good for your family. The investigators recommend that you become aware of the many one-shot programs that offer viewing variety. Television listings such as TV GUIDE and Sunday newspapers announce programs for the week.

EDUCATORS should consider the following recommendations:

1. Become aware of the television viewing habits of the children in your room. What programs do they watch regularly? How many hours of television do they watch? Why do they watch television? Become interested in the children's television viewing habits.
2. After you become acquainted with the children's viewing habits, watch the children's favorite shows. Note the time of day of the programs, the themes of the programs, and the types and kinds of advertising.
3. Provide guidance to your class regarding television viewing. You might wish to recommend selected television programs that would assist the educational process in school. You should be aware of the television programming for the week by reading TV GUIDE or reading the Sunday newspapers.

FOOTNOTES

¹Adults Constantly Watching Violence on TV May Be Pushed Toward Aggressive Behavior," Associated Press, *Sioux Falls Argus-Leader*, Sunday, February 15, 1976, page 5A.

²Robert B. Choate, and Nancy M. Debevoise, "Battling the Electronic Baby-Sitter," *Ms.*, April, 1975, pp. 91-99.

³Josette Frank, *Television: How to Use It Wisely with Children*, The Child Study Press, 50 Madison Ave., New York, N.Y., 1969.

⁴Harlan Hamilton, "Kids with No Interest in Reading? Try TV Tie-ins," *Instructor*, April, 1975, pp. 67-69.

⁵Neil Hickey, "Does TV Violence Affect Our Society? Yes!", *TV Guide*, June 14, 1975, Vol. 23, No. 24, pp. 67-99.

⁶Nancy Larrick, "Children of Television," *Teacher*, September, 1975, pp. 75-77.

⁷Robert M. Liebert, and Rita W. Poulos, "TV for Kiddies. Truth, Goodness, Beauty and a Little Bit of Brainwash," *Psychology Today*, November, 1972, Vol. 6, No. 6, pp. 122-128.

⁸Lynn Mills, "TV: A Values Educator," *Teacher*, December, 1975, Vol. 93, No. 4, pp. 72-74.

⁹Carol Tavis, "Stanley Milgram Talks about Obedience to Authority, TV Violence, and Cognitive Maps," *Psychology Today*, June, 1974, Vol. 8, No. 1, pp. 74-80.

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- Mills, Lynn, "TV: A Values Educator," *Teacher*, December, 1975, Vol. 93, No. 4, pp. 72-74.
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Dear Parents:

During the past few years many studies have been conducted dealing with the television viewing habits of students and adults. However, most of these studies deal with other cities and regions of the United States.

We are conducting a study to determine the television viewing habits of all third through eighth grade students in the schools of Vermillion. Our study consists of two parts. Part I deals with a short questionnaire consisting of twelve questions. Part II deals with the television viewing of your child over a two-week time period. Both parts are needed to give us the information essential to complete our study.

We would sincerely appreciate it if you would ask your child to have both Part I and Part II completed by Monday, November 17, 1975. We would also appreciate it if you would remind your child to return the completed forms to his/her school on Monday, November 17, 1975. We will then pick them up from the teachers.

All information received will be treated as collective data. In no way will information be associated with individuals. Complete information is essential, however, and we would very much like to have your child participate in this study.

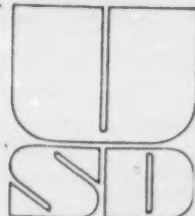
Thank you for assisting us in this study. The results of this study will be made available to the schools. It should be interesting to find out what types of television shows the children of Vermillion view.

Sincerely,

Robert W. Wood
Professor of Elementary Education
School of Education

Charles E. Eicher
Associate Professor of Elementary Education
School of Education

THE UNIVERSITY OF SOUTH DAKOTA • VERMILLION, SOUTH DAKOTA • 57069



Dear Vermillion Student:

During the past few years many articles and books have been written about the television viewing habits of students and adults. However, most of these studies deal with other parts of the United States.

We are conducting a study to determine the television viewing habits of the students in the schools of Vermillion, South Dakota. Our study consists of two parts. Part I deals with a short questionnaire consisting of twelve questions. Part II deals with your television viewing over a two-week period. Both parts are needed to give us the information essential to complete our study.

We would appreciate it if you would read through the questionnaire and complete it on or before Monday, November 17, 1975. Starting on Monday, November 3, 1975, and running through Monday, November 16, 1975, we would like you to record daily the number of hours you view television.

On Monday, November 17, 1975, please bring the completed forms to school to give to your teacher. Please do not put your name on any of the forms. We do not want to associate any of your responses with you as an individual.

Thank you for assisting us in this study. Results of this study will be made available to the schools. It should be interesting to find out what types of television shows the students of Vermillion view.

Sincerely,

Robert W. Wood

Robert W. Wood
Professor of Elementary Education
School of Education

Chuck Eicher

Charles E. Eicher
Associate Professor of Elementary Education
School of Education

THE UNIVERSITY OF SOUTH DAKOTA • VERMILLION, SOUTH DAKOTA • 57069

TELEVISION QUESTIONNAIRE

Directions: Please check the number before the answer(s) that is correct for your situation.

1. Grade you attend? Check one.

- | | |
|--|---|
| ☐ 1. Third (3rd) | ☐ 4. Sixth (6th) |
| ☐ 2. Fourth (4th) | ☐ 5. Seventh (7th) |
| ☐ 3. Fifth (5th) | ☐ 6. Eighth (8th) |

2. Your age? Check one.

- | | |
|--------------------------------------|--------------------------------------|
| ☐ 1. 7 years | ☐ 5. 11 years |
| ☐ 2. 8 years | ☐ 6. 12 years |
| ☐ 3. 9 years | ☐ 7. 13 years |
| ☐ 4. 10 years | ☐ 8. 14 years |
| | ☐ 9. 15 years |

3. ☐ 1. Boy
☐ 2. Girl

4. School you attend? Check one.

- ☐ 1. Austin School
☐ 2. Jolley School
☐ 3. Middle School
☐ 4. St. Agnes School

5. Number of television sets in your home? Check one.

- | | |
|--|---|
| ☐ 1. One (1) set | ☐ 4. Four (4) sets |
| ☐ 2. Two (2) sets | ☐ 5. Five (5) sets |
| ☐ 3. Three (3) sets | ☐ 6. None |

6. Number of color television sets in your home? Check one.

- | | |
|--|---|
| ☐ 1. One (1) set | ☐ 4. Four (4) sets |
| ☐ 2. Two (2) sets | ☐ 5. Five (5) sets |
| ☐ 3. Three (3) sets | ☐ 6. None |

7. Do you have your own personal television set?

- ☐ 1. Yes
☐ 2. No

8. Do you have a television set in your bedroom?

- ☐ 1. Yes
☐ 2. No

9. Please list the names of your ten (10) most favorite television shows.

First choice _____

Second choice _____

Third choice _____

Fourth choice _____

Fifth choice _____

Sixth choice _____

Seventh choice _____

Eighth choice _____

Ninth choice _____

Tenth choice _____

10. Do you watch television commercials?

- ☐ 1. Yes
☐ 2. No

11. Please identify three commercials which you like most, next, and last.

First choice _____

Second choice _____

Third choice _____

12. Why do you watch television? Check all that apply.

- ☐ 1. Entertainment
☐ 2. To gain knowledge or information
☐ 3. My parents have it on so I watch it
☐ 4. I turn it on to keep me company
☐ 5. I don't watch television

MY TELEVISION VIEWING FOR MONDAY, NOVEMBER 3, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | |
|---|--|
| ☐ 1. 0 hours (none) | ☐ 9. 8 hours (eight) |
| ☐ 2. 1 hour (one) | ☐ 10. 9 hours (nine) |
| ☐ 3. 2 hours (two) | ☐ 11. 10 hours (ten) |
| ☐ 4. 3 hours (three) | ☐ 12. 11 hours (eleven) |
| ☐ 5. 4 hours (four) | ☐ 13. 12 hours (twelve) |
| ☐ 6. 5 hours (five) | ☐ 14. 13 hours (thirteen) |
| ☐ 7. 6 hours (six) | ☐ 15. 14 hours (fourteen) |
| ☐ 8. 7 hours (seven) | ☐ 16. 15 hours (fifteen) |

MY TELEVISION VIEWING FOR TUESDAY, NOVEMBER 4, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | |
|---|--|
| ☐ 1. 0 hours (none) | ☐ 9. 8 hours (eight) |
| ☐ 2. 1 hour (one) | ☐ 10. 9 hours (nine) |
| ☐ 3. 2 hours (two) | ☐ 11. 10 hours (ten) |
| ☐ 4. 3 hours (three) | ☐ 12. 11 hours (eleven) |
| ☐ 5. 4 hours (four) | ☐ 13. 12 hours (twelve) |
| ☐ 6. 5 hours (five) | ☐ 14. 13 hours (thirteen) |
| ☐ 7. 6 hours (six) | ☐ 15. 14 hours (fourteen) |
| ☐ 8. 7 hours (seven) | ☐ 16. 15 hours (fifteen) |

MY TELEVISION VIEWING FOR WEDNESDAY, NOVEMBER 5, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | |
|---|--|
| ☐ 1. 0 hours (none) | ☐ 9. 8 hours (eight) |
| ☐ 2. 1 hour (one) | ☐ 10. 9 hours (nine) |
| ☐ 3. 2 hours (two) | ☐ 11. 10 hours (ten) |
| ☐ 4. 3 hours (three) | ☐ 12. 11 hours (eleven) |
| ☐ 5. 4 hours (four) | ☐ 13. 12 hours (twelve) |
| ☐ 6. 5 hours (five) | ☐ 14. 13 hours (thirteen) |
| ☐ 7. 6 hours (six) | ☐ 15. 14 hours (fourteen) |
| ☐ 8. 7 hours (seven) | ☐ 16. 15 hours (fifteen) |

MY TELEVISION VIEWING FOR THURSDAY, NOVEMBER 6, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | | | |
|-----------------------------|-----------------|------------------------------|---------------------|
| ☐ 1. | 0 hours (none) | ☐ 9. | 8 hours (eight) |
| ☐ 2. | 1 hour (one) | ☐ 10. | 9 hours (nine) |
| ☐ 3. | 2 hours (two) | ☐ 11. | 10 hours (ten) |
| ☐ 4. | 3 hours (three) | ☐ 12. | 11 hours (eleven) |
| ☐ 5. | 4 hours (four) | ☐ 13. | 12 hours (twelve) |
| ☐ 6. | 5 hours (five) | ☐ 14. | 13 hours (thirteen) |
| ☐ 7. | 6 hours (six) | ☐ 15. | 14 hours (fourteen) |
| ☐ 8. | 7 hours (seven) | ☐ 16. | 15 hours (fifteen) |

MY TELEVISION VIEWING FOR FRIDAY, NOVEMBER 7, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | | | |
|-----------------------------|-----------------|------------------------------|---------------------|
| ☐ 1. | 0 hours (none) | ☐ 9. | 8 hours (eight) |
| ☐ 2. | 1 hour (one) | ☐ 10. | 9 hours (nine) |
| ☐ 3. | 2 hours (two) | ☐ 11. | 10 hours (ten) |
| ☐ 4. | 3 hours (three) | ☐ 12. | 11 hours (eleven) |
| ☐ 5. | 4 hours (four) | ☐ 13. | 12 hours (twelve) |
| ☐ 6. | 5 hours (five) | ☐ 14. | 13 hours (thirteen) |
| ☐ 7. | 6 hours (six) | ☐ 15. | 14 hours (fourteen) |
| ☐ 8. | 7 hours (seven) | ☐ 16. | 15 hours (fifteen) |

MY TELEVISION VIEWING FOR SATURDAY, NOVEMBER 8, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | | | |
|-----------------------------|-----------------|------------------------------|---------------------|
| ☐ 1. | 0 hours (none) | ☐ 9. | 8 hours (eight) |
| ☐ 2. | 1 hour (one) | ☐ 10. | 9 hours (nine) |
| ☐ 3. | 2 hours (two) | ☐ 11. | 10 hours (ten) |
| ☐ 4. | 3 hours (three) | ☐ 12. | 11 hours (eleven) |
| ☐ 5. | 4 hours (four) | ☐ 13. | 12 hours (twelve) |
| ☐ 6. | 5 hours (five) | ☐ 14. | 13 hours (thirteen) |
| ☐ 7. | 6 hours (six) | ☐ 15. | 14 hours (fourteen) |
| ☐ 8. | 7 hours (seven) | ☐ 16. | 15 hours (fifteen) |

MY TELEVISION VIEWING FOR SUNDAY, NOVEMBER 9, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | |
|---|--|
| ☐ 1. 0 hours (none) | ☐ 9. 8 hours (eight) |
| ☐ 2. 1 hour (one) | ☐ 10. 9 hours (nine) |
| ☐ 3. 2 hours (two) | ☐ 11. 10 hours (ten) |
| ☐ 4. 3 hours (three) | ☐ 12. 11 hours (eleven) |
| ☐ 5. 4 hours (four) | ☐ 13. 12 hours (twelve) |
| ☐ 6. 5 hours (five) | ☐ 14. 13 hours (thirteen) |
| ☐ 7. 6 hours (six) | ☐ 15. 14 hours (fourteen) |
| ☐ 8. 7 hours (seven) | ☐ 16. 15 hours (fifteen) |

MY TELEVISION VIEWING FOR MONDAY, NOVEMBER 10, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | |
|---|--|
| ☐ 1. 0 hours (none) | ☐ 9. 8 hours (eight) |
| ☐ 2. 1 hour (one) | ☐ 10. 9 hours (nine) |
| ☐ 3. 2 hours (two) | ☐ 11. 10 hours (ten) |
| ☐ 4. 3 hours (three) | ☐ 12. 11 hours (eleven) |
| ☐ 5. 4 hours (four) | ☐ 13. 12 hours (twelve) |
| ☐ 6. 5 hours (five) | ☐ 14. 13 hours (thirteen) |
| ☐ 7. 6 hours (six) | ☐ 15. 14 hours (fourteen) |
| ☐ 8. 7 hours (seven) | ☐ 16. 15 hours (fifteen) |

MY TELEVISION VIEWING FOR TUESDAY, NOVEMBER 11, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | |
|---|--|
| ☐ 1. 0 hours (none) | ☐ 9. 8 hours (eight) |
| ☐ 2. 1 hour (one) | ☐ 10. 9 hours (nine) |
| ☐ 3. 2 hours (two) | ☐ 11. 10 hours (ten) |
| ☐ 4. 3 hours (three) | ☐ 12. 11 hours (eleven) |
| ☐ 5. 4 hours (four) | ☐ 13. 12 hours (twelve) |
| ☐ 6. 5 hours (five) | ☐ 14. 13 hours (thirteen) |
| ☐ 7. 6 hours (six) | ☐ 15. 14 hours (fourteen) |
| ☐ 8. 7 hours (seven) | ☐ 16. 15 hours (fifteen) |

MY TELEVISION VIEWING FOR WEDNESDAY, NOVEMBER 12, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | | | |
|-----------------------------|-----------------|------------------------------|---------------------|
| ☐ 1. | 0 hours (none) | ☐ 9. | 8 hours (eight) |
| ☐ 2. | 1 hour (one) | ☐ 10. | 9 hours (nine) |
| ☐ 3. | 2 hours (two) | ☐ 11. | 10 hours (ten) |
| ☐ 4. | 3 hours (three) | ☐ 12. | 11 hours (eleven) |
| ☐ 5. | 4 hours (four) | ☐ 13. | 12 hours (twelve) |
| ☐ 6. | 5 hours (five) | ☐ 14. | 13 hours (thirteen) |
| ☐ 7. | 6 hours (six) | ☐ 15. | 14 hours (fourteen) |
| ☐ 8. | 7 hours (seven) | ☐ 16. | 15 hours (fifteen) |

MY TELEVISION FOR THURSDAY, NOVEMBER 13, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | | | |
|-----------------------------|-----------------|------------------------------|---------------------|
| ☐ 1. | 0 hours (none) | ☐ 9. | 8 hours (eight) |
| ☐ 2. | 1 hour (one) | ☐ 10. | 9 hours (nine) |
| ☐ 3. | 2 hours (two) | ☐ 11. | 10 hours (ten) |
| ☐ 4. | 3 hours (three) | ☐ 12. | 11 hours (eleven) |
| ☐ 5. | 4 hours (four) | ☐ 13. | 12 hours (twelve) |
| ☐ 6. | 5 hours (five) | ☐ 14. | 13 hours (thirteen) |
| ☐ 7. | 6 hours (six) | ☐ 15. | 14 hours (fourteen) |
| ☐ 8. | 7 hours (seven) | ☐ 16. | 15 hours (fifteen) |

MY TELEVISION VIEWING FOR FRIDAY, NOVEMBER 14, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | | | |
|-----------------------------|-----------------|------------------------------|---------------------|
| ☐ 1. | 0 hours (none) | ☐ 9. | 8 hours (eight) |
| ☐ 2. | 1 hour (one) | ☐ 10. | 9 hours (nine) |
| ☐ 3. | 2 hours (two) | ☐ 11. | 10 hours (ten) |
| ☐ 4. | 3 hours (three) | ☐ 12. | 11 hours (eleven) |
| ☐ 5. | 4 hours (four) | ☐ 13. | 12 hours (twelve) |
| ☐ 6. | 5 hours (five) | ☐ 14. | 13 hours (thirteen) |
| ☐ 7. | 6 hours (six) | ☐ 15. | 14 hours (fourteen) |
| ☐ 8. | 7 hours (seven) | ☐ 16. | 15 hours (fifteen) |

MY TELEVISION VIEWING FOR SATURDAY, NOVEMBER 15, 1975

How many hours did you watch television today? - Check the correct number of hours.

- | | | | |
|-----------------------------|-----------------|------------------------------|---------------------|
| ☐ 1. | 0 hours (none) | ☐ 9. | 8 hours (eight) |
| ☐ 2. | 1 hour (one) | ☐ 10. | 9 hours (nine) |
| ☐ 3. | 2 hours (two) | ☐ 11. | 10 hours (ten) |
| ☐ 4. | 3 hours (three) | ☐ 12. | 11 hours (eleven) |
| ☐ 5. | 4 hours (four) | ☐ 13. | 12 hours (twelve) |
| ☐ 6. | 5 hours (five) | ☐ 14. | 13 hours (thirteen) |
| ☐ 7. | 6 hours (six) | ☐ 15. | 14 hours (fourteen) |
| ☐ 8. | 7 hours (seven) | ☐ 16. | 15 hours (fifteen) |

MY TELEVISION VIEWING FOR SUNDAY, NOVEMBER 16, 1975

How many hours did you watch television today? Check the correct number of hours.

- | | | | |
|-----------------------------|-----------------|------------------------------|---------------------|
| ☐ 1. | 0 hours (none) | ☐ 9. | 8 hours (eight) |
| ☐ 2. | 1 hour (one) | ☐ 10. | 9 hours (nine) |
| ☐ 3. | 2 hours (two) | ☐ 11. | 10 hours (ten) |
| ☐ 4. | 3 hours (three) | ☐ 12. | 11 hours (eleven) |
| ☐ 5. | 4 hours (four) | ☐ 13. | 12 hours (twelve) |
| ☐ 6. | 5 hours (five) | ☐ 14. | 13 hours (thirteen) |
| ☐ 7. | 6 hours (six) | ☐ 15. | 14 hours (fourteen) |
| ☐ 8. | 7 hours (seven) | ☐ 16. | 15 hours (fifteen) |